

FISCAL NOTE WORKSHEET (Revised Nov. 2006)

Agency: Utah State Office of Education
Daniel Schoenfeld
Requested By

Bill Number HB 77

Office of the Legislative Fiscal Analyst
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Fax/Electronic Mail Transmittal

Date:	
Name:	
Fax Number:	

Please return to Fiscal Analyst by: January 8, 2007

TITLE OF BILL: High School Diploma Amendments

This Bill Takes Effect: ☐ On Passage ☐ On July 1 ☐ 60 Days after session ☒ Other Class of 2008

Bill Carries Own Appropriation: ☐

FISCAL IMPACT OF PROPOSED LEGISLATION

A. Revenue Impact by Source of Funds:

First Year

Second Year

	First Year	Second Year
1. General Fund		
2. Unifrom School Fund - Free Revenue		
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
6 Local Funds		
7. TOTAL	\$0	\$0

B. Expenditure Impact by Source of Funds:

1. General Funds		
2. Unifrom School Fund - Free Revenue		
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
6 Local Funds		
7. TOTAL	\$0	\$0

C. Expenditure Impact Summary:

1. Salaries, Wages and Benefits		
2. Travel		
3. Current Expenses		
4. Capital Outlay		
5. Other (Specify)		
6. TOTAL	\$0	\$0

D. Impact in Future Years?

If no fiscal impact in first two years, indicate if there will be any impact in future years, and explain. Also, indicate any significant changes in fiscal impact beyond the first two years.(Use back side, if necessary.)

As long as the appeals process exists, local expenditures will be required as described below.

E. Identify Sections of the Bill That Will Generate the Additional Workload or Cost Increase

Lines 61-87 require the "state board [to] make rules that allow a student who fails to pass all components of the basic skills competency test to appeal the student's ineligibility for a basic high school diploma."

F. Expenditure Impact Details (Ties to totals in Section C)

List and document methodology and/or assumptions used in determining need for workload and cost increase.

List number, type, and step ranges of personnel required, including benefits.

List details of other impacted expenditure categories as shown in Section C.

List additional space requirements and cost associated with requirements of this bill.

(USE ATTACHMENTS IF NECESSARY.) After the final UBSCT testing opportunity for the Class of 2006 (February 2006), 3,173 students still hadn't passed at least one of the subtests. The expenditure estimate is based on five assumptions: [1] a similar number of failures for the Class of 2008 (as of February 2006, 12,057 had still not passed at least one subtest); [2] each such student would appeal and want a decision in time to walk with his class (and why not? -- there is no apparent cost to the student in doing so); [3] the policy is implemented broadly as allowed by the bill to preclude an algorithmic solution; that is, someone must manually process each appeal; [4] the full range of information required is only available locally (at each school or district office); and [5] local personnel costs are similar to that of USOE.

G. No Fiscal Impact or Will Not Require Additional Appropriations?

Specify why this bill will have no fiscal impact on your agency or institution.

Specify how you will reallocate workloads, resources, or funding sources to eliminate need for additional appropriations. (USE ATTACHMENTS IF NECESSARY.)

As an essential function of the agency, the rule can be created by the USOE in the normal course of its business.

H. If Bill Carries It's Own Appropriation:

Indicate if the amount appropriated is adequate to meet the purposes of the bill.

Are there future additional costs anticipated beyond the appropriation in the bill?

None

I. Impact on Local Governments, Businesses, Associations, and Individuals

Specify requirements in the bill that drive the impact on local governments.

Indicate costs or savings that are **DIRECT and MEASURABLE**. If direct and measurable data are not available, are there areas that potentially could have a fiscal impact? (USE ATTACHMENT IF NECESSARY.)

Local School Districts/Charter Schools :

In the aggregate, and probably conservatively, about \$105,000. See the Analysis tab for details.

Businesses and Associations :

None

Individuals :

None

Narrative Description of Bill :

This bill allows a student who fails to pass all subtests of the basic skills competency test to appeal the student's ineligibility for a basic high school diploma; requires the State Board of Education to make rules establishing an appeals process and indicators of student achievement that may substitute for passing scores on the basic skills competency test; exempts adult education students who receive an adult education diploma from taking and passing the basic skills competency test; and authorizes the State Board of Education in cooperation with school districts and the State Board of Regents to provide for a distinguished diploma.